Determinants of School Management Teams Effectiveness in Managing Capitation Grants in Tanzania Community Secondary Schools

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Abstract

The study examines the determinants of School Management Teams effectiveness in managing capitation grants in community secondary schools. The study was carried out in four selected community secondary schools in Mvomero district, Morogoro, Tanzania. The study employed a quantitative research design. Data were collected through a questionnaire method whereby simple random sampling and purposive sampling techniques were used to select 160 respondents including School Management Teams (SMTs), school board members, ward education officers, teachers and students. Multiple regression analysis was used to analyse determinants of factors (i.e. education, individual characteristics, government roles, school leadership practices) on school management teams (SMTs) effectiveness in the management of capitation grants (CG) in community secondary schools. The study findings indicate that there is a significant positive effect between three factors (education, individual characteristics and school leadership practices) and SMTs effectiveness. However, the government role was found to have less effect than other variables. Thus, the study recommends that the government to properly identify actual needs, unfixed capitation grants allocation on capitation grant guidelines, timely provision of funds, regular provision of training and permitting community contributions. Furthermore, the study recommends that School Management Teams should establish effective communication, time management and proper use of capitation grants to ensure effectiveness managing Capitation grants.

Keywords: *Effective management, school management teams, capitation grants, school funding, community school*

Introduction

Ineffective management is a challenge in various organisations, including school organisations. Management comprises of influencing group of one or more people towards accomplishing organisational objectives through managerial functions such as directing, organisation, coordination, controlling and evaluating (Mirunde, 2015). Effective management is concerned with ensuring that the organisation's goals are achieved. Effective school management means that the school is being operated effectively. However, sometimes there are ineffective cases in managing relationships with employees, top management, and other stakeholders (Maulidi, 2017). Different literature has been discussing the best approaches to be used by organisation management to ensure effectiveness. Some authors argue that there is no single approach to bring out the effectiveness of employees to achieve the organisation's desired goals and objectives. Other authors argue that, only one particular management approach is required to bring out effectiveness. According to Jones and George (2003), Scientific Management Theory, Administrative Management Theory, Behavioural Management Theory, Management Science Theory (Quantitative Mgt, Operations Mgt, Total Quality Mgt) and Organization Environment Theory (System and Contingency Approach) are among management approaches/theories.

Effectiveness in managing capitation grants (CG) involves ways used to control and manage the funds. It involves proper use of accounting books and application of guidelines and rules set to secure collection and expenditure of school funds to avoid losses and misuse of such funds (Mestry, 2013). At the school level, effectiveness of capitation grants management is observed through how the collected school funds are used accordingly to attain its intended objectives. Capitation grant is money provided by the government to improve quality of learning (Uwazi, 2010). Capitation grants can be referred as the amount of money provided by the central government as funds to schools, and they are issued to each of the districts based on the enrolment of students in each district, also deposited in special chosen bank accounts for capitation grants. The aim of capitation grants is to ensure the implementation of the school programs such as procurement of non-textual teaching and learning materials, administration, and maintenance of school facilities, continuous assessment, and sports operation (Sikia, 2015).

The history of education in Tanzania shows that the management of CG has passed through various stages. From 1963 to 2015 CG management was under the government, but since 2016, its management has been decentralised to the school management teams (SMTs). The team is responsible for managing everyday school affairs, preparation of development plans for the school, budgets preparation, ensuring effective education and training policy (ETP) implementation, quality assurance of new school constructions, school maintenance and collaboration with the village government to identify qualified students for the scholarship provided by the government (URT, 2004). The establishment of SMTs was a result of secondary education development plan (SEDP I) under the education sector development program (ESDP) in 1999. The goal was to ensure attainment of SEDP I objectives focused on the management of the reforms to improve effectiveness and efficiency of secondary education and financial management toward the implementation of SEDP plan through delegating government responsibilities. By then, the team consisted of seven members, namely the school headmaster, second master, academic master/mistress, discipline master/mistress, sports and cultural affairs master/mistress, school accountant and master/mistress of school projects and maintenance (URT, 2004).

From 2010 to 2015, the total number of SMT members decreased to five, that is; the head master/mistress, second master/mistress, academic master/mistress, school accountant, and discipline master/mistress. In terms of SMTs' roles and responsibilities, few additions of roles were made including receiving reports concerning school inspection and implementing recommendations of the inspection, ensuring favourable teaching and learning environment, safeguarding proper management, and record-keeping of school grants and funds provided by the government. The SMT members were also responsible for supervising and enhancing quality of teaching and learning and preparing quarterly performance reports of the school (URT, 2010). In 2016, guidance and counselling master/mistress, and the school maintenance and projects master/mistress was added to the team, hence the total number of SMTs became seven (URT, 2015b). The school head master/mistress is the chairperson of the SMT and is provided with a school management tool kit known as “Head teacher guide book” in which there are guidelines that show responsibilities of SMT members.

From 2004 to 2015, distribution of capitation grants in government schools, including community secondary schools was under the management of several government ministries before reaching at the school level. It involved the Ministry of Finance and Economic Affairs (MoFEA), Ministry of Education and Vocational Training (MoEVT), Prime Minister's Office-Regional Administration and Local Government (PMO- RALG) and Regional Sub-Treasury. From 2016 up to date, under the current fee-free education, the school management teams (SMTs) has been given mandate to supervise and manage the CG sent directly to school bank accounts by the government. Various studies has been conducted concerning the issue of capitation grants management worldwide with different focus such as challenges, impacts, factors and practices. As to mention few: Aboagye (2019) investigated about financial management practices in non-financial institutions, Twaha (2018) focused on institutional factors limiting governance of capitation grants, the focus of Maja (2016) was on school management team members' understanding of their duties, Nampota & Chiwaula (2013) researched the processes and outputs of school grants in Malawi and the study of Prew et al (2011) focused on literature review of school funding in Sub-Saharan Africa. The determinants of SMT effectiveness in managing capitation grants in community secondary schools has not been directly addressed. As such, researchers considered a need for a systematic study of empirical evidence to cover the knowledge gap.

In view of the above, this research examined determinants of SNTs effectiveness in managing capitation grants in community secondary schools in Mvomero district. The study sought to address the following specific research objectives:

1. To identify the effect of educational factors towards SMTs effectiveness in management of CG in community secondary schools.
2. To identify the effect of individual characteristics towards SMTs effectiveness in management of CG in community secondary schools.
3. To identify the effect of government roles towards SMTs effectiveness in management of CG in community secondary schools.
4. To identify the effect of school leadership practices towards SMTs effectiveness in management of CG in community secondary schools.

Study Hypothesis

Based on specific research objectives, the following research hypotheses (H) were developed:

H1: Education factors are positively related to SMTs effectiveness in the management of capitation grants.

H2: Individual characteristics are positively related to SMTs effectiveness in the management of capitation grants.

H3: Government roles are positively related to SMTs effectiveness in the management of capitation grants.

H4: School leadership practices are positively related to SMTs effectiveness in the management of capitation grants.

Literature Review

Effective Management

The term effectiveness refers to the extent to which something is effective in producing the expected result or performance of things in the right way, hence achieving the desired objectives (Mirunde, 2015). In the context of this study, effectiveness is interpreted as the ability of SMTs to manage capitation grants properly to produce the intended grant objectives.

There are various approaches/ theories suggested to be used by organization management, employeers or individuals in influencing management effectiveness to different organizations/institutions, employees, and other stakeholders. Some of the theories are Behavioral Management Theory, Scientific Management Theory and Administrative Management Theory. However, if the theories will be used improperly or ignored, ineffective cases may happen (Maulidi, 2017). This shows the need to improve management skills, knowledge and practice throughout an organization to influence effective management.

Effectiveness in Capitation Grants Management

Capitation grants management in government secondary schools, as in community schools in Tanzania, is under the School Management Teams with expectations to attain the outcome intended. However, there has been challenging situation emerging concerning effectiveness in capitation grants management (Ngowi, 2015). Some of the challenges are poor recordkeeping, poor auditing, unclear school use priorities, weak networks, flow of funds weakness, inadequate fund to accomplish needs, lack of independence to school governing bodies, poor ability and lack of training (Maulidi, 2017). This situation has forced governments to prepare guidelines on how the fund provided supposed to be used. However, those rules have been changing time after time to ensure effectiveness in funds management (Mzee, 2017).

Community Secondary Schools

According to Fumpuni (1998), community secondary schools are co-educational day secondary schools constructed by the power of community members and then handed to the government. The establishment of these schools was expected to satisfy the educational requirements of the particular communities in which the available school were located very far or there was no secondary school at all. Banyenza and Seif (1977) as quoted in Biro (2017) describe community secondary schools as schools run by people living together with shared interests and needs. They are called community schools because there is community involvement in construction and management. Also, the initial construction efforts start by people in respective communities (Machumu, 2011). According to Mshana and Mligo (2018), community secondary schools dominate in Tanzania as they are built by community initiatives with the aim of helping more children to acquire secondary education. The establishment of community secondary schools in Tanzania began in the 1990s when people started to join forces to construct one secondary school in a division in collaboration with the government. After the completion of the required school buildings thereafter, schools were registered and taken over by the government.

Educational Factors Affecting SMTs Effectiveness in Managing Capitation Grants

Various literature have identified a range of education factors affecting SMTs effectiveness in capitation grants management. These factors include; education level, financial management training, professional status of financial management skills and the application of financial management skills. Mbiti (2007) and Griffins (1994) suggest that in order for school management functions to be operative, members who are more educated are more likely to perform and fulfil their responsibilities in a more effective way. The SMT educational level comprises the levels of academic qualifications such as diplomas, bachelor degrees and master degrees. According to Aboagye (2019), financial management training to the school governing bodies can be offered to provide expert knowledge and guidance concerning financial issues at the school level. This helps them to plan, delegate, organise and control the CG so as to achieve its intended goals (Mirunde, 2015). Bisschoff and Mestry (2007) as quoted in Mpolokeng (2011), explains that, the school financial governing board members are supposed to be knowledgeable regarding the amount of funds in the school bank account. For a school to ensure proper and effective use of financial resources to operate schools, the SMT members should also know the amount of money needed to operate and attain school needs and how the money available will be spent (Munge, Kimani & Ngugi, 2016). Poor professional status and poor application of financial management skills may lead into poor financial management (Mestry, 2018; Manara & Mwombela 2012). Based on the existing literature on education factors affecting SMTs, this study puts forward the following study hypothesis;

H1: Educational factors are positively related to SMTs effectiveness in managing capitation grants.

Individual Characteristics Affecting SMTs Effectiveness in Managing Capitation Grants

A number of literature have identified individual characteristics affecting SMTs effectiveness in capitation grants management. Such characteristics include; awareness on the roles and responsibilities, commitment, awareness on guidelines of capitation grant use, and experience. It is believed that the degree of one's awareness on a certain task determines the extent of how that person performs the given duties and responsibilities. Awareness of the roles and responsibilities in the management of capitation grants to SMTs determines the functioning of the SMT members, either effective or ineffective because awareness influences accountability and sense of responsibility for the given task (Mpolokeng, 2011). Commitment acts as a self-boost in making decisions that might affect one's performance on a given task (Owino, 2012). SMT members with higher commitment in their roles are expected to influence effective functioning while SMT members with lower commitment to their roles influence ineffectiveness.

Awareness refers to the state or ability to directly know and be conscious of something (Marton & Booth, 2013). In Tanzania the CG guideline identified the amounts of funds to be used in public secondary schools for different purposes. Those purposes include material, office expenses, administration, academic purposes, maintenance, continuous assessment, medicine and expenses related to female students, sports, and minor repairs (HakiElimu, 2017). Hence, through awareness, the SMTs will be able to improve their performance in areas where they identify weakness as a result of effectiveness.

According to Nyandoro et al (2013) an SMT member can be able to perform the duties and responsibilities of supervising CG effectively without professional status on financial management skills, with just experience of being in SMTs twice or more. The SMT members with considerable experience are expected to function effectively while the SMT members with less experience are expected to function less effectively. The above-mentioned individual characteristics resulted in the following study hypothesis;

H2: Individual characteristics are positively related to SMTs effectiveness in managing capitation grants.

Government Roles Affecting SMTs Effectiveness in Managing Capitation Grants

A number of literature have identified government roles affecting SMTs effectiveness in managing capitation grants. Such roles include; enough budget allocation on the education sector, clear guidelines on the uses of capitation grants, timely distribution of capitation grant, and financial auditing. Junge, Bosire and Kamau (2014) assert that planning and allocation of budget for a particular financial year are the vital aspects that influence effective financial management at any organisation. Education budget is a tool for ensuring that the resources needed for the educational activities are made available. The availability of the desired budget on education resources influences the achievement of educational goals (Naido, 2006).

Mestry (2006) stipulated that, the school acts are very important to SMTs as they give clear guidelines on how schools should manage funds. Hence, there should be School Acts that describe clear guidelines for the roles of the school heads and SGB in managing the school finances duties effectively, in a systematic way and transparently. Educational authorities in school should maintain their performance by adhering to set guidelines so as to ensure effective performance (Bisschoff & Mestry, 2009). Timely distribution of capitation grants is highly related to SMTs effective functioning as it influences timely solving of financial problems at the school (Sikia, 2015). Mgbodile (2000) asserts that delay of CG distribution to institutions influences poor management of funds and delay of accomplishing school projects such as preparing school budgets, procuring school items and managing school facilities.

Conducting audits in schools enlightens on how the school monitor and supervise the school accounts and how the CG distributed is used in accordance to the guidelines or rules given by the government. Ampratwum and Armah-Attoh (2010) recommend that the auditing process has to be conducted at least twice per year with a time gap of one audit half-yearly. Thereafter the copies of auditing reports are supposed to be submitted to SMTs, DED, and the regional director of education. The above-mentioned government roles resulted in the following study hypothesis;

H3: Government roles are positively related to SMTs effectiveness in managing capitation grants.

School Leadership Practices Affecting SMTs Effectiveness in Managing Capitation Grants

Different literature have identified school leadership practices affecting SMTs effectiveness in managing capitation grants. Such practices include; involvement of SMT members, involvement of the community, involvement of the school board, and record keeping. According to Owino (2012) it is the responsibility of the school leader to enhance collaboration with other school governing board members such as a school management committees. The aim of involvement of other members is to ensure that the team exercises their authority powers in a collaborative way as a result of effective decisions making that will help in the achievement of the organisation's goals (Biro, 2017).

Moreover, it is very important for the community to be involved in the financial control process of the school so that they will have awareness concerning financial issues at the particular school (Owino, 2012). Staff, learners, and the community must be included in the financial control process to allow them to monitor the area of accountability aimed at school finances (Mzee, 2017). This can increase trust and supportive relationships amongst all education stakeholders as a result of reducing mistrust, division, and omission. The involvement of the community proves that decision-making is done more collectively rather than only at the management level (Mpolokeng, 2011).

According to Mwombeki (2013) the effectiveness of SMTs in the management of CG is related to the involvement of school boards (SBs). In Tanzania, SBs were officially established by the Education Act No. 25 of 1978 – section 39(3). The aim was to institutionalise a sound secondary school administration and management system so as to ensure increased wide-ranging opinion from the community in all school affairs through SB as community representatives. Record keeping provides assistance for the SMTs, audit office, and district education office review. At school level, the school head master/mistress is the top leader of SMTs with a major responsibility to direct other SMT members in managing financial records of all the received funds while ensuring appropriate record keeping of the CG receipts and documentation of CG uses (Muhangi 2019; Ampratwum & Armah-Attoh, 2010).

According to Esia-Donkoh (2014), school headteachers are supposed to have proper record keeping of education service book receipt, cashbook records, CG analysis, monthly records of CG expenditure and school account bank statement records. Likewise, the heads of schools are supposed to write a monthly financial report, quarterly financial report and annual reports, also ensuring the availability of the financial auditing documents at the education directorate in their districts, municipality and cities. The above-mentioned school leadership practices resulted into the following study hypothesis;

H4: School leadership practices are positively related to SMTs effectiveness in managing capitation grants

Theory Guiding the Study

This study was guided by administrative management theory. The administrative management theory was initiated by Henry Fayol particularly during the late 19th century and it focuses on promoting total organisational efficiency (Mahmood, Basharat & Bashir, 2012). The theory contains fourteen principles as guideline to managers when performing management tasks in organisations. The principles include division of work, authority and responsibility, unity of command, discipline, unit of direction, subordination of individual interests to group interest, remuneration of personnel, centralisation, scalar chain, order, equity, stability of tenure, initiative and team spirit (esprit de corps) (Sarker, 2013). Moreover, the theory suggests planning, organising, commanding, coordinating, and controlling functions to be done by managers for effective management to succeed (Brunsson, 2008). Division of work means that work tasks should be assigned according to specialties, competence and professional of an individual while the principle of authority and responsibility promotes responsibility to managers and authority that supports the accomplishment of the given organisation duties (Khorasani1 & Almasifard, 2017).

The principle of discipline advocates to follow organisation rules and regulations through performing tasks assigned. The principle of unity of command states that workers are required to be accountable to one immediate boss or superior only, unity of direction principle emphasises focus of the entire organisation towards a common objective and goal (Sarker, 2013). Subordination of individual interests to the general interests means that the interests of the organisation are supposed to overtake other interests of an individual member whereby the employees are supposed to sacrifice their personal interests for the good of the organisation.

The principle of remuneration promotes the payment of staff salaries as deserving (Rodrigues, 2001). Principle of centralisation suggests that decision-making should be centralised for an organisation's effective performance, whereby decision-making and giving out orders should come from the top management (central) to the lower management depending on the specific organisation and situation in which the manager is working (Edwards, 2018). The principle of scalar chain promotes vertical communication in the organization.

The principle of order promotes rule of right position in the organisation and or assigning the right job to the right employee, principle of equity suggests all employees to be treated as equally as possible and principle of stability of tenure of personnel articulates the need to recruit the right staff and train them on the job with a hope to preserve them for long (Edwards, 2018). Initiative principle emphasises leaders to be initiative of new ideas and also be able to implement them within an organisation and the principle of esprit de corps is a French phrase which means teamwork, passion and devotion among a group (Rodrigues, 2001). The administrative theory is relevant to this study because it can be assumed that for the SMTs' tasks performance to be effective there must be adherence to division of work, authority and responsibility, unity of command, discipline, unit of direction, subordination of individual interests to group interest, remuneration of personnel, centralisation, scalar chain, order, equity, stability of tenure, initiative and esprit de corps (team spirit). Moreover, for the CG management to succeed, the managerial functions of the theory including planning, organising, commanding, coordinating, and controlling functions have to be done effectively by SMTs.

Conceptual Framework

Figure 1 shows the conceptual framework of this study indicateing the relationship between independent variables and a dependent variable. The independent variables comprise of four major aspects including educational factors, individual characteristics, government's role and school leadership practices while the dependent variable is SMTs effectiveness in managing capitation grants.

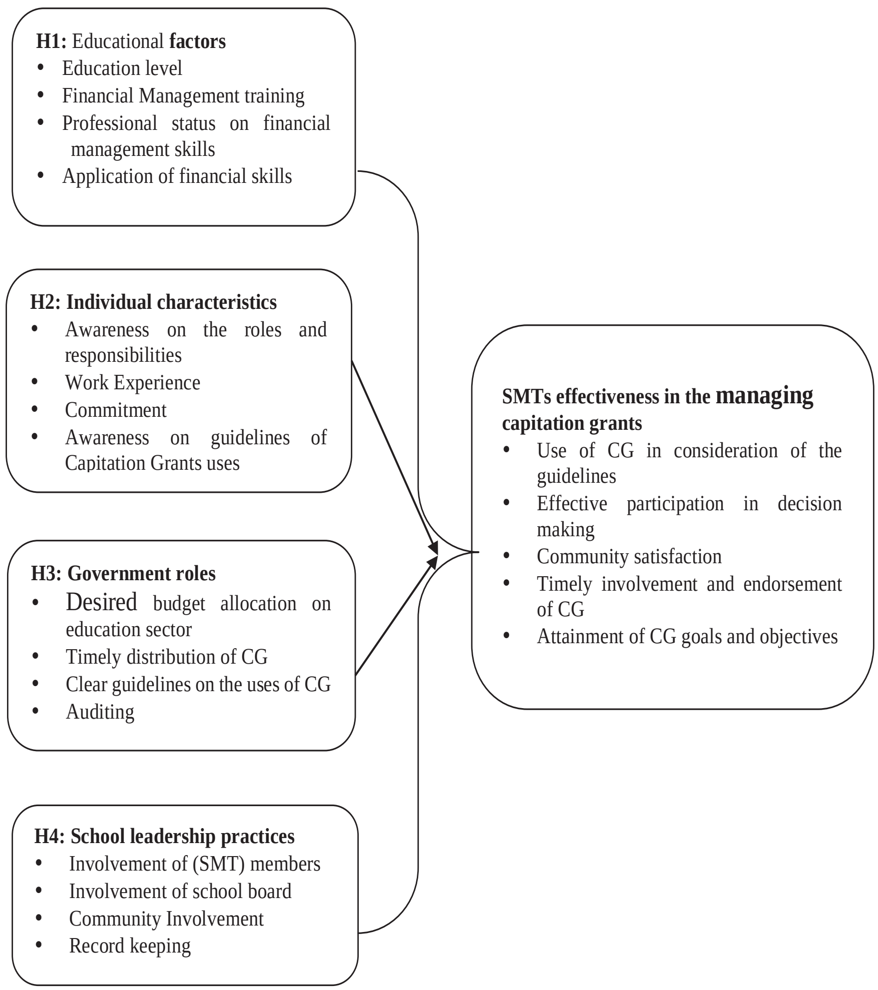

Figure 1: Factors Affecting SMTs Effectiveness

Source: (Authors, 2022)

Twaha (2018) conducted a study on institutional factors limiting governance of capitation grants for secondary schools in Momba district. The study's main objective was to explore institutional factors limiting governance of CG released by the central government to secondary schools. The study used questionnaire, interview, and observation methods to collect data from a sample of 101 participants. Finding from the study showed that there was dissatisfaction among education stakeholders on the disbursed amount of capitation grants, ineffective involvement of the community, insufficient knowledge of CG management, insufficient knowledge to school boards concerning the amount of CG disbursed and its expenditure, and management conflicts between school boards and SMTs. The study by Twaha did not provide information on factors influencing SMTs in managing capitation grants; hence this study covered the gap.

Aboagye (2019) conducted a study about financial management practices in non-financial institutions in Ghana. The study's main objective was to examine financial management practices in non-financial institutions using Penfield School as a case study. The researcher found that there were many circumstances that influenced schools' funds to be entrusted to people with little knowledge or no knowledge of financial management at different levels of school institutions, mostly junior and high school levels. This practice of ineffective financial management happens to cause mismanagement of school funds, inaccurate financial record keeping, delay in financial reporting, irresponsibility, and loss of school funds. Aboagye's study adopted a qualitative research design, but this study used a quantitative research design. This study had made a thorough assessment of the effectiveness of the school management team in the management of capitation grants in community secondary schools between 2016 and 2020, the time when capitation grants started to be sent directly to the school accounts.

Maja (2016) conducted a study entitled "School management team members" understanding of their duties according to personnel administration measures". The study used school principals and SMT members as the targeted population. Data was collected using a semi-structured interview method. The researcher found that the principals had a challenge regarding emphasising teamwork with other SMT members in decision-making. Furthermore, the study found that the SMT members did not know their roles and responsibilities, although they had access to the Act that explains clearly the SMTs roles and responsibilities. This study used questionnaire method for data collection to obtain responses from the targeted population. Maja's study also did not focus on assessing the effectiveness of SMTs in the management of capitation grants, hence a need to cover the gap.

Nampota and Chiwaula (2013), in their study about the processes and outputs of school grants in Malawi used interview and questionnaire methods for data collection. The study found that there were participatory grant administration mechanisms. The provided grants also helped to improve the quality of education by making sure that there are sufficient materials for teaching and learning, improvement of the learning environment and increasing local participation in school management, increasing head teacher's financial management skills and school management committees (SMC). The study recommended that there should be on-time disbursement of CG, record keeping of CG, and monitoring of the CG. Nampota and Chiwaula's study focused on the primary school level, while this study focused on secondary schools.

Material and Methods

The study adopted a case study design with quantitative approach to obtain data from the respondents in the selected four community secondary schools in Mvomero district, Morogoro. Data were collected through questionnaire method whereby simple random sampling and purposive sampling techniques were used to select a sample size of 160 respondents. Purposive sampling was used to select SMTs, School Boards, and Ward Education officers because they were well-informed and familiar concerning capitation grants provided to schools, while the population from teachers and students were select randomly to enabled every member of the population to have an equal chance to be selected. The multiple regression method was used for data analysis to determine the impact of independent variables (education factors, individual characteristics, government roles and school leadership practices) on the dependent variable (SMTs effectiveness in management of capitation grants). The statistical analysis was run by using SPSS version 26 for hypothesis testing. The equation form of the multiple regression model applied was $Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$, where Y is the dependent variable (SMTs effectiveness in management of capitation grants), X_1, X_2, X_3, and X_4 are the independent variables (education factor, individual characteristics, government role and school leadership practices) while $\beta_{1,}$ $\beta_{2,}$ $\beta_{3,}$ and β_4 are variables coefficients of determination, α= the constant figure and ε = the error term estimated.

Validity and Reliability

The validity of this study was assessed to ensure that the collected data through selected research tools represented the content under the study. The reliability of quantitative instruments used in measuring the variables was assessed to ensure they would all measure the same underlying construct through Cronbach's alpha (a) values test. Pallant (2013) recommends a minimum of 0.7 Cronbach's alpha for indication of reliable internal consistency of the scale.

Table 1. Data Reliability Test

Variable	Variable Items	(a)
Education Factors	Edu1, Edu2, Edu3, Edu4	0.793
Individual Characteristics	Ind1, Ind2, Ind3, Ind4	0.857
Government Roles	Gvt1. Gvt2, Gvt3, Gvt4	0.705
School Leadership Practices	Sch1, Sch2, Sch3, Sch4	0.887
SMT Effective Functioning	SMT1, SMT2, SMT3, SMT4, SMT5	0.813

Results

The study is grounded on the assumption that there is a relationship between independent variables (educational factors, individual characteristics, government roles and school leadership practices) and the variable (SMTs effectiveness in managing capitation grants). Multiple regression analysis was used to explain the existing relationship between variables.

Hypotheses Testing

The multiple regression analysis was run to determine the effects of independent variables on the dependent variable. The following outputs were obtained in the model summary (Table 2) and regression coefficients (Table 3).

Table 2. Education Factors and SMTs Effectiveness in Managing Capitation Grants (Model Summary)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.867a	.752	.743	.43032

a. Predictors: (Constant), School Leadership Practices, Individual Characteristics, Government Roles, Educational Factors

b. Dependent Variable: SMTs Effectiveness

The model summary as shown in Table 2, helps to indicate how much of the variance in the dependent variable (SMTs effectiveness in managing CG) is explained by the independent variables by looking at the value of R-square. In this case, the value of R-square is 0.752 equivalents to 75.2%; this means that independent variables in the model explained 75.2% of the variance in the dependent variable. This indicates that the model results are quite good since the independent variables included in the model explained the variance of more than 50%.

Regression Coefficients

The regression coefficients indicate the results of the hypotheses formulated, whether they are accepted or rejected with respect to significance. To determine the impact of each independent variable and be able to make comparisons among all independent variables, one should read the values of standardised coefficients beta (β) which has to be ≤ 1. Moreover, in order to know if the independent variable has a statistically significant impact, the significance value (P-value) has to be ≤ 0.05. The summary of the regression coefficients test is described below:

Table 3. Education Factors and SMTs Effectiveness in Management of Capitation Grants (Coefficientsa)

		Unstandardised Coefficients		**Standardised Coefficients**		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	.243	.155		1.568	.120
	Educational Factors	.172	.075	.172	2.309	.023
	Individual Characteristics	.122	.045	.156	2.737	.007
	Government Roles	.075	.068	.074	1.101	.273
	School Leadership Practices	.549	.073	.586	7.560	.000

a. Dependent Variable: SMTs Effectiveness

Results of the regression coefficients as shown in Table 3 indicates that H1, H2 and H4 (educational factors, individual characteristics and school leadership practices, respectively) were accepted but H3 (government roles) was rejected with respect to the significance value. The independent variable "educational factors" had a significant positive relationship with SMTs effectiveness in managing capitation grants at (β) = 0.172, and P = 0.023; Hence, hypothesis one (H1) was accepted.

The independent variable "individual characteristics" had a significant positive relationship with SMTs effectiveness in managing capitation grants at β = 0.156, and P = 0.007; Hence, hypothesis two (H2) was accepted. The independent variable "government roles" had a positive relationship with SMTs effectiveness in managing capitation grants but it was not significant at β = 0.074, and P = 0.273; Hence, hypothesis three (H3) was rejected with respect to the significance value. The independent variable "school leadership practices" had a significant positive relationship with SMTs effectiveness in managing capitation grants at β = 0.586, and $P < 0.001$. Hence, hypothesis four (H4) was accepted.

Discussion

Educational Factors and SMTs Effectiveness in Managing Capitation Grants

The findings presented in Table 3 supported the H1 tested by the study as it confirmed that educational factors have a significant positive effect to the SMTs effectiveness in managing capitation grants. The significance of educational factor in influencing SMTs effective functioning in the management of capitation grants is attributed to the fact that the SMTs with professional status on financial management skills and the ability to apply financial management education are mostly given the position of finance master. Other SMT positions like storekeeper, master of counselling and guidance and other positions are also based on their educational background. The study findings are comparable to Munge et all (2016), who found that educational background and professional status on financial management skills lead to the ability to build effectiveness in financial management. This imply that, sufficient financial knowledge and expertise skills for school heads and governing bodies can also lead to effective functioning. Moreover, the study recommends provision of training to SMTs concerning capitation grants management. This will influence effectiveness to the team members.

Individual Characteristics and SMTs Effectiveness in Managing Capitation Grants

Based on findings presented in Table 3, the H2 shows that individual characteristics have a significant positive effect to SMTs effectiveness in managing capitation grants. The significance of the individual characteristics in influencing SMTs effective functioning is supported by SMT duties to teachers provided without sitting allowances. Hence, individual characteristics like commitment, sense of responsibility, and awareness of the roles and CG guidelines keep SMT members responsible for their double duties. The study findings are similar to

Aboagye (2019) who found that individual characteristics such as commitment, accountability and sense of responsibility for the given task to the SMT members promote effectiveness. The findings suggests on how individual characteristics is necessary on a certain task because it defines the extent to which that particular person in the team will perform the task provided.

Government Roles and SMTs Effectiveness in Managing Capitation Grants

Findings as presented in Table 3 based on the H3 showed that the government role affects the SMTs effectiveness in the managing of capitation grants but the relationship is not significant. The insignificant relationship between government roles and SMTs effectiveness in managing capitation grants is caused by a challenging situation on the government side concerning attaining its roles effectively. Those challenges include delay of capitation grant distribution, fixed allocation, poor auditing, and insufficient budget allocation. The conclusion of the findings is similar to the findings obtained by Junge et al. (2015) who found that enough budget allocation for the education sector, clear guidelines on uses of capitation grants, timely distribution of capitation grants, and financial auditing as government roles influence effective functioning of SMTs. The findings, imply that, the government is a tool for enhancement of SMTs effective functioning by ensuring availability of needed requirements. The teams are just organs for handling proper management of the available resources. Hence, it is recommended to the government to find the proper way to identify schools' actual needs in the schools, to provide funds without fixed CG guideline allocation on how the capitation grants are supposed to be used, timely provision of funds, regular provision of training to the whole school management team concerning the management of capitation grants and permitting community contributions.

School Leadership Practices and SMTs Effectiveness in Managing Capitation Grants

Based c on findings presented in Table 3, the H4 showed that school leadership practices have a significant positive effect to SMTs effectiveness in managing capitation grants. The study findings are similar to Mzee (2017) who insists on the inclusion of staff, learners, and the community to utilise the area of accountability for school finances as good school leadership practice to stimulates effectiveness. When the school leadership practices increase, it also leads to an increase in the effective functioning of SMTs in the management of capitation grants. The study findings provide awareness to SMTs on school leadership practices determining the team effectiveness in the performance of their duties, including managing capitation grants. Hence the team is recomended to ensure effective cooperation between leaders and other members of the team.

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